



Wyoming Successful Schools:

Recipes for Success Colter Elementary School

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Successful Schools Elements: “Educators, Parents and Communities Collaborate”

Focus on Total Child customize rich educational experiences, supporting academic and social/emotional learning, exploring partnerships in the community based on individual student talents and interests.

Commitment to Equity and Access access to high quality services and supports based on the individual need of the student.

Family and Community Engagement to build authentic connections to families and invite families and the community to be engaged in the school.

Distributed Leadership ensures all are devoted to meet high standards of practice and are supported to meet these challenges.

Strong, Supported Teaching Force and Staff well educated, well supported and well prepared to meet high standards of practice and benefit from continuous professional development.

Relationship-Oriented School Climate culture of collaboration and shared responsibility and are warm, respectful and welcoming. Teaching and learning are core values and have frequent opportunities for participation, collaboration, service and self direction which strengthen the connection to school.

Atoms of a Molecule The most critical factor is the interaction between the elements - they are not interchangeable.



Key TCSD Ingredients of High Performance

1. **Vision/Mission/Values/Goals** - Raison d'être.
2. **Focus** - Limit initiatives and distractions
3. **Results** - What gets measured gets done and what gets celebrated gets repeated. This includes an emphasis on implementation monitoring and student outcomes .
4. **Fun and Kind** - Sustained motivation comes from loving what you do. Emphasis on staff-wellness, teacher empowerment and collective efficacy.
5. **Aligned** - Believe in the power of support, commitment, communication, collaboration and agreement. Complementary school, district improvement planning goals, PLC goals.
6. **Collaborative Culture** - We can better meet the needs of all students by effectively collaborating
7. **Trust** - Communicate openly and transparently, belief in feedback culture.



Professional Learning Community (PLC) and MTSS Processes

- What do we want our students to know and be able to do?
- **How will we know if they learned it?**
- **What will we do for students who haven't learned it?**
- What will we do for students who have already learned it?



Prioritized Ingredients: Standards and Assessments

Benchmarks And Screeners

- Ex. **WY-TOPP, DIBELS8, Observational Survey (OS), Dreambox data, FastBridge, AIMSWeb**
- Broad measures that provide feedback on *systems-level* needs

Common Formative Assessments (CFAs)

- The data that drives instruction!
- Created at the PLC team level
- Brief: 10 seconds to 10 minutes
- Frequently used (e.g., daily or weekly)

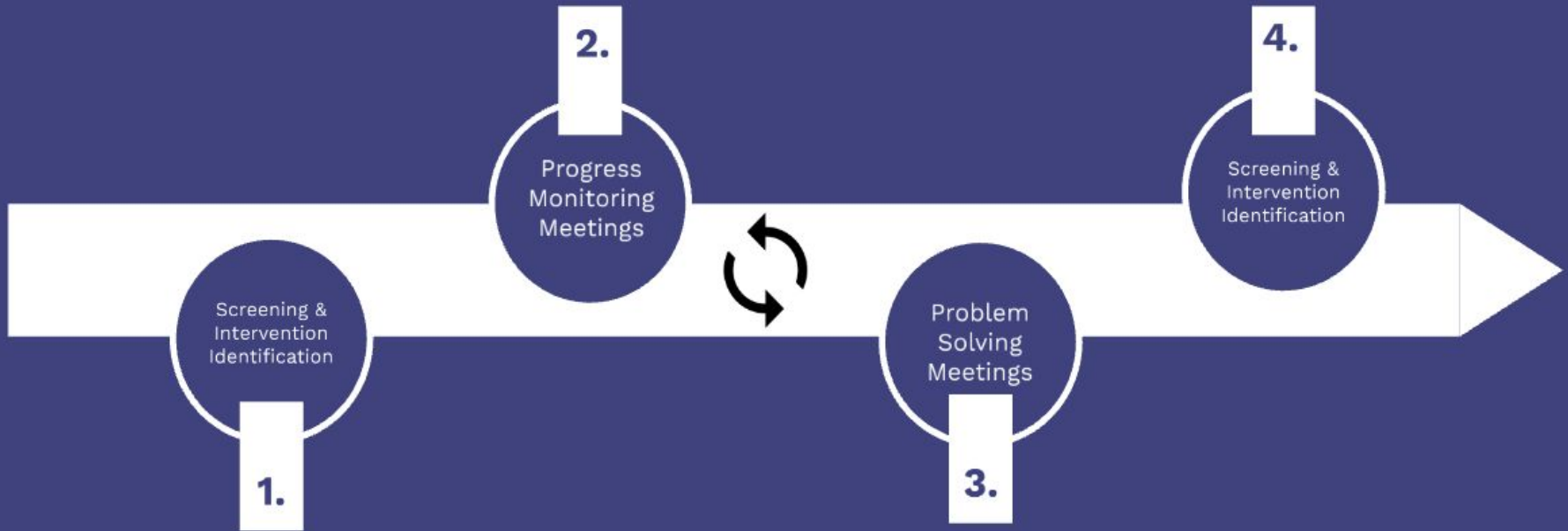
Professional Development



Screening and Intervention Identification

- Combining our Screener/Benchmark Data and Common Formative Assessment Data helps us identify our students most at-risk for not meeting grade level expectations
- We then provide individualized math, literacy and behavioral interventions
 - Reading Recovery, Wilson Reading, and other evidence based interventions
 - Significant training is required to provide these highly effective interventions

Teaming/Meeting Structures



Intervention	Identified By	Primary Skills Addressed	Description	Data points/PMs to Consider	Description of Expected Progress	Exit Criteria
Wilson Reading (Tier III)	WIST, MTSS Problem Solving, Tier II data	Phonemic Awareness, Phonics, Foundational Skills	Haven't responded to Tier 1 and 2 interventions on phonemic awareness, phonics, and foundational skills. Addresses severe encoding and decoding deficits. This is a long-term intervention that may need to be in place for several years.	Weekly Formative Assessment Data completed as part of Wilson, DIBELS8 PRF, easyCBM WRF, DIBELS NWF	1-3 years (Level 6)	- 3 out of 4 most recent data points above goal line on DIBELS 8 PRF
Reading Recovery (Tier III)	Ranking by K teachers, OS, DIBELS 8, F&P levels	phonemic awareness, phonics, and encoding and decoding deficits, comprehension, reading fluency, word attack, general reading strategies	Tier 3 literacy intervention reserved for the highest needs first graders.	Running Records, F&P Levels, OS	12 - 20 weeks	- F&P/Reading Recovery text level is at or near grade level
Foundations (Tier II)	Classroom Based Assessments, DIBELS 8 benchmark and PM data, F&P Levels, OS	Phonemic Awareness, Phonics, Reading Fluency, Encoding, Decoding	Tier 2 basic/foundational reading skills intervention.	DIBELS 8 PRF, WRF, NWF, PS	6 - 20 weeks	- 3 out of 4 most recent data points above goal line on DIBELS 8 PRF, WRF and NWF
Wonders Aligned Foundational Skills Intervention (Tier II)	Classroom Based Assessments, DIBELS 8 benchmark and PM data, F&P Levels, OS	Phonemic Awareness, Phonics, Reading Fluency, Encoding, Decoding	Tier 2 basic/foundational reading skills intervention.	DIBELS 8 PRF, WRF, NWF, PS	6 - 20 weeks	- 3 out of 4 most recent data points above goal line on DIBELS 8 PRF, WRF and NWF
Read Live (Tier I and Tier II)	Classroom Based Assessments, DIBELS 8 benchmark and PM data, F&P Levels, OS	Reading Fluency	On-line reading fluency intervention. Requires monitoring and support from a para, interventionist, or teacher.	DIBELS 8 PRF	6 - 20 weeks	3 out of 4 most recent data points above goal line on DIBELS 8 PRF

Colter Elementary Success Recipe #1

- Preliminary Colter WY TOPP Data 2021-22
- Focus
- Culture of Collective Efficacy
- Relationships: Staff, Students, Families
- Leadership: Focused, supportive, accountability
- Professional Learning Community & Culture of Collaboration
- Educator Quality: Focused, high quality Professional Development & Support





Colter Elementary Success Recipe #2

- Curriculum: Rigorous end of year grade standards
- Assessments: We need to know how we are doing DURING instructional units.
- Additional & Intensified Supports: MTSS, Special Education, English Language Learner Program

Colter - Need to Ensure We Continue to. . .



- Teacher/Staff Recruitment, Hiring and Training
 - Example of loss of grade level experience
- Respond to Student Needs (they change each year)
- The recipe may need to change: We need the ability to Respond to Local Needs

Success Awards

Educators, Parents and Communities Collaborate

Need high quality assessments to isolate needs of students (Spanish and English)
DIBELS 8

Interventions matched to need of student
Teacher knowledge and mastery of standards
Resources for teachers to use
Alignment between the written, taught and tested curriculum

